



Curriculum Overview – Beech class – 5 Year 2026-27

Autumn

Spring

Summer

English	The Lion, The Witch and The Wardrobe.		To be confirmed	To be confirmed	To be confirmed	To be confirmed	To be confirmed
Maths	Number and place value within 1000,000 and 1,000,000 Number – addition and subtraction Statistics – graphs and tables Number – multiplication and division Measurement – area and perimeter		Number – multiplication and division Number – fractions Number - decimals Number - percentages		Number – fractions, decimals & percentages Geometry – properties of shape Geometry – position and direction Measure – converting units Measure – volume and capacity		
History	NC: A non-European society that provides contrasts with British history: Maya civilisation c. AD 900. Maya monuments • What do ancient monuments reveal about life in Ancient Maya?		NC: Ancient Greece – a study of Greek life and achievements and their influence on the western world. Ancient Greece – life, achievements and it's legacy. • How did leadership styles differ between Ancient Athens and Sparta? • As a society, how have we been influenced by Athenian democracy?		NC: A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 e.g. a turning point in British history Thematic study beyond 1066- Education • How has school education changed over time? • Who was educated in the past? • Has school always educated all children?		
Geography	Mountains (Fieldwork Opportunity)		European region		Volcanoes and Earthquakes		
Science	<u>Forces</u> • explain that unsupported objects fall towards the Earth because of the force of gravity • know the effects of air resistance, water resistance and friction, that act between moving surfaces	<u>Separating Mixtures</u> • know that some materials will dissolve in liquid to form a solution • how to recover a substance from a solution • describe how mixtures might be separated,	<u>Types of Change</u> • know that dissolving, mixing and changes of state are reversible changes • explain that some changes result in the formation of new materials, including changes associated with burning and the action	<u>Earth and Space</u> • know how the movement of the Earth, and other planets, relates to the Sun in the solar system • be able to explain the movement of the Moon relative to the Earth	<u>Life Cycles</u> • be able to explain the differences in the life cycles of a mammal, an amphibian, an insect and a bird • describe the life process of reproduction in some plants and animals	<u>Materials</u> • compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets • use evidence to give reasons for the	

	recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.	including through filtering, sieving and evaporating.	of acid on bicarbonate of soda.	- describe the Sun, Earth and Moon as approximately spherical bodies - explain how day and night are formed related to the apparent movement of the sun across the sky.	describe the changes that happen as humans develop to old age.	particular uses of everyday materials, including metals, wood and plastic.
Art	Skill: Sculpture Concept: Texture		Skill: Collage Concept: Pattern		Skill: Drawing Concept: Nature	
DT	Food : Christmas ginger biscuits Celebrating culture and seasonality (including cooking and nutrition requirements for KS2)		<u>Mechanical systems</u> : Moving messages Belts, pulleys or gears.		<u>Textiles</u> : Brilliant bags Combining different fabric shapes.	
Computing	Online Safety Self-Image and Identity: I can explain how my online identity can be different to my offline identity. Project Evolve Coding with Scratch Kapow		Online Safety Managing Online Information: I can describe how to search for information within a wide group of technologies and make a judgement about the probable accuracy. Project Evolve Investigating weather (lessons 1,3 & 4 only) Kapow		Online Safety Health, Well-Being and Lifestyle: I can explain how using technology can be a distraction from other things in both a positive and negative way. Project Evolve Computational Thinking Kapow	Online Safety Privacy and Security: I can describe strategies for keeping personal information private, depending on context. Project Evolve Collaborative Learning Kapow
PE	Invasion Games Hockey To develop skills of passing, dribbling and shooting and to apply tactics when attacking and defending. Swimming	Net and wall – Badminton To demonstrate a forehand and backhand shot with some consistency. To demonstrate simple tactics within a game to score points.	Gymnastics (Y5/6) To create a sequence using jumps, balances and travels.	Invasion Games Football To develop dribbling, travelling and sending a ball, to develop shooting skills and develop tactics of attacking and defending.	Striking and fielding Cricket To throw over arm with accuracy, strike and catch a ball. To develop tactics and evaluate success.	Athletics To develop throwing, jumping and running skills.

		Swimming				
PSHE	Core Value Lesson: Love Me and My Relationships	Core Value Lesson: Respect	Core Value Lesson: Ambition Keeping Safe	Core Value Lesson: Love Rights and Respect	Core Value Lesson: Respect Being My Best	Core Value Lesson: Ambition Growing and Changing
	Pol-Ed units: What is peer pressure? Give and take Link: Year Groups Pol-Ed - A positive force in education	Valuing Difference	Pol-Ed units: How can we keep safe on the road? How can I keep safe in my local area? Keeping ourselves safe Subjects Pol-Ed - A positive force in education What are hazards in the home? Danger, risk or hazard? Link: Subjects Pol-Ed - A positive force in education		Pol-Ed units: How might school impact the way I feel? My school community Link: Year Groups Pol-Ed - A positive force in education	Pol-Ed units: How might puberty impact the way I feel? Changing bodies and feelings. Link: Year Groups Pol-Ed - A positive force in education
Music	Music in Nature Drawing inspiration from the power of nature, pupils compose short melodies to reflect different moods of the sky. They experiment with pitch, dynamics and harmony, using simple chords to add depth and	Three-Chord Pop Learning about the features of pop music while singing and performing as a band. Pupils learn a bass line, chords and melody for a well-known pop song, develop singing and rehearsal techniques and use musical elements to create an energetic and	<u>Specialist Teaching</u> <u>Tuned Instrument</u> <u>Brass</u>	<u>Specialist Teaching</u> <u>Tuned Instrument</u> <u>Brass</u>	West African Rhythms Exploring the rhythms of West Africa, pupils experience the energy of traditional ensemble music. They learn how rhythmic patterns fit together and take responsibility for different parts, combining rhythms	SUMMER PRODUCTION Samba Sound: Rhythm & Groove Discovering the energy and traditions of Brazilian samba and its role in Carnival celebrations. Pupils learn about samba instruments and

	atmosphere to their performances.	confident final performance.			collaboratively to create layered textures.	rhythmic patterns before working collaboratively to rehearse and perform as part of their
MFL - French	<u>Back to Basics</u> <u>Speaking focus</u> *Greetings (I am learning French) *Numbers *Presenting self *Colours *Shapes *Seasons *DAYS (new)	<u>I am Able</u> (KS2 Early) *I can recognise 10 action verbs in French. * I can use these verbs in the infinitive to form positive and negative sentence structures with 'je peux' (I am able) and 'je ne peux pas' (I am not able).	<u>Back to Basics</u> <u>Speaking & Reading</u> *Greetings (I am learning French) *Numbers *Presenting self *Colours *Shapes *Seasons/Weather *MONTHS (new)	<u>Fruit</u> (KS2 Early) *I can name 10 fruits in French. *I can ask somebody in French if they like a particular fruit. * I can say what fruits I like and dislike	<u>Back to Basics</u> <u>Speaking, Reading & writing</u> *Greetings (I am learning French) *Numbers *Presenting self *Colours *Shapes *Seasons/Weather *DATE (new)	<u>Vegetables</u> (KS2 Early) *I can name 10 vegetables in French. *I can ask somebody in French if they like a particular vegetable. * I can say what vegetables I like and dislike.
RE	<u>Christianity-God</u>  Why is it sometimes difficult to do the right thing?	<u>Christianity-Jesus</u>  What do we mean by a miracle?	<u>Christianity-Church</u>  How do people decide what to believe?	<u>Hindu Dharma</u>  What might Hindus learn from stories about Krishna?	<u>Islam</u>  Why is the Qur'an important to Muslims?	<u>Judaism</u>  Do people need laws to guide them?